



Support to the Ministry of Education Strategic Plan 2004-2010

Quarterly Progress Report January – March 2005

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Executive Summary

The EQUIP2/Zambia project seeks to consolidate the gains that USAID has assisted within the Ministry of Education (MOE) in its support of the BESSIP program and extend the “best practices” found to work in various sub-sectors of education more extensively to the District and School level. This includes

- Extension of the Integrated Information Management (IIM) System, which is operating successfully at the primary and secondary level, to all districts within the country and include direct support to educational monitoring and support of education boards as well as improvement in the sustainability of the system;
- Support to decentralization through empowerment of district and school level officials via management improvement, focus on use of effective tools, and specialized training in democratic institutional operation;
- Support to policy implementation through enhanced monitoring at multiple levels (national, provincial, district, and local) as well as identification of “bottlenecks” and reasonable solutions based on action research at the most appropriate level. An important element of this support is backing for special initiatives such as HIV/AIDS reduction.
- Support for evaluation and monitoring for the project itself and for strengthening the capacity of the Ministry to manage reform.

An overarching goal of this assistance is to create a demand driven, responsive set of tools, procedures, activities, and approaches that are integrated into the daily and monthly operation of the education system.

This effort is being accomplished with a mixed team of professionals working in a collaborative environment with the Ministry of Education. The professional team includes experienced local Zambians, regional personnel with policy experience, and a team of highly qualified experts from several countries to support the developing requirements of this effort.

This quarterly report summarizes activities undertaken from January through March 2005. The report details progress towards milestones and objectives described in the EQUIP2 application for assistance, Ministry of Education strategic plan, and National Implementation Framework (NIF). Activities have been enhanced through effective partnership, efficient work plans, comprehensive implementation frameworks, and strategic planning.

Quarterly Progress by Program Area

1. Integrated Information Management (IIM)

As in previous years, the first quarter of 2005 ushered in considerable planning and implementation work towards completing efficient data collection, information dissemination, effective data utilization, infrastructure strengthening, service delivery and strategic planning.

The following was undertaken through the IIM component of the project:

- Distributed the Annual School Census (ASC) questionnaire. This incorporated the participation of HQ staff in the standard process to ensure the complete distribution of the questionnaires to the district level and full communication to schools to collect the forms. This effort led to the need to print an additional 2,500 ASC forms to complete the distribution to GRZ schools, community schools, and IRI Centers.
- Completed the 2004 Statistical Bulletin for distribution in draft form at the Annual review meeting. This exercise was met with tremendous positive feedback. The document is considered a comprehensive report in its draft state and a successful achievement by the Ministry to produce a valuable monitoring and evaluation report.
- Completed a comprehensive activity plan for an aggressive orientation training program for senior staff. The program's design is comprehensive and tailored to senior managers so that they are able to utilize effectively available ICT systems for effective communication and management of the education system.
- Procured computers and computer peripherals in the nine provinces in readiness for the extension of the Ministry of Education IT Network. Although there were delays by vendors to deliver equipment in a timely fashion, arrangements continued in the first quarter to implement the distribution of equipment and delivery of training without delay when equipment delivery is completed in the second quarter.
- Wrote project proposal to EU worth US\$1.5million. This effort was conducted to ensure that the support being offered by the EU would complement the work being undertaken through the EQUIP2 project. The effort achieved its intended outcome and the Ministry is awaiting a response to the proposal from the EU.
- Submitted a project proposal to UNESCO for \$45,000. As with the proposal written for the EU, this proposal was also meant to ensure that the support being offered by UNESCO would complement and extend the work being undertaken through EQUIP2.
- Completed a system analysis on the proposed human resource database. This exercise highlighted the requirements necessary to be met to complete the development of such a system as well as articulated the potential benefits for successfully implementing a useful system.

ED*ASSIST development and related activities

Mr. Roscoe Woosley arrived at the end of the first quarter to begin the installation of the 2005 IDEA and QTS. His arrival was part of the transition plan for Dr. Caldwell's departure to the arrival of Mr. Sri Perera, a new IIM specialist. Mr. Woosley will continue to work closely with Mr. Perera from Washington as development for the DDM begins.

Network Infrastructure and Management

In the quarter, Mr. Alick Siankumo began as the EQUIP2 enterprise network administrator. He has worked effectively to improve the performance of the Ministry's network infrastructure and resources. Additionally, he has served as the liaison between and collaborator with the vendor, contracted to provide quarterly maintenance and support, and the Ministry. In this capacity he completed the configuration of the Ministry's new network configuration utilizing two Internet gateways. The enterprise network administrator also participates in skills transfer exercises with Ministry staff in the area of end-user support and network troubleshooting.

Mr. Siankumo prioritizes the strategic management of the Ministry's network through extensive consultation with other EQUIP2 advisor and Ministry management. The results of this effort are weekly priority activities that are tied to medium-term goals and long-term objectives.

Challenges and Lessons Learned

It remains a challenge to ensure that questionnaires are distributed to all the schools in the country. This is multiplied by the fact that community schools and IR centers have only been part of the regular data collection exercise for two years. The accessibility of these schools for effective communication and exchange of information remains a hindrance and can only be fully addressed as improvement to communication and transportation infrastructure improves.

The Ministry continues to operate without an official implementation framework for an ICT policy. This is compounded by the fact that there are no guidelines on ICT usage and management. It has been acknowledged that there is a shortage of trained personnel in ICT who can work to ensure the sustainability of infrastructure and resources introduced at the Ministry of Education.

Integrated Information Management Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
MOE is able to access and use an Integrated Information Management System for timely, effective and appropriate decision-making	<i>Human Resource (HR) database, which will extend the IIM capacity of the MOE by incorporating personnel characteristics, staff development information, file tracking</i>	Development of HR database containing all teacher data from ED*ASSIST	March '05	Rescheduled to second quarter
		Enhancement of HR database to include additional personnel fields	May '05	Rescheduled to June '05
		Expansion of HR database to include all other MOE personnel	May '05	Rescheduled to June '05

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
		Development of file tracking (registry) module for HR database	May-Jun '05	Rescheduled to June '05
		Development of training module for HR database	May-Jun '05	Rescheduled to begin June '05
		Develop reports for HR database	May '05	Rescheduled to June '05
		Conduct training on the use and maintenance of HR database	May-Jul '05	Rescheduled to begin June '05
	Improved IIM system developed	Options papers on a sustainable IIM system developed.	Dec '04-Jan '05	Completed
		External assessment of IIM and ED*ASSIST Zambia carried out and recommendations submitted to MOE and USAID	Feb '05	Rescheduled to June '05
	IIM effectively continued for benefit of MOE	Imputations completed	Oct '04	Completed
		USAID-specific analysis conducted	Nov '04	Completed
		2004 statistical data CD completed and distributed	Nov-Dec '04	Completed
		2004 school profiles distributed with correction sheet	Dec '04	Profiles distributed. Corrections sheets to be implemented in fourth quarter
	IIM effectively enhanced for benefit of MOE	Integration of CSO population projections into ED*ASSIST Zambia	Nov-Dec '04	Completed
		Integration of ECZ assessment data into ED*ASSIST Zambia	Nov-Dec '04	Completed
		Development of run-time version of ED*ASSIST completed	Apr '05	Completed
		Collection of 2004 correction sheet from schools completed	Jan '05	To be rescheduled to fourth quarter
		Incorporate school profile corrections into ED*ASSIST	Jan-Feb '05	To be rescheduled to fourth quarter
		Complete the development of operational capability to produce education maps on demand using ARCVIEW (training, procedural guidelines)	Oct-Dec '05	On schedule as planned

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
		Collection of geographic coordinates for new schools, District Education Boards (DEBs), and Provincial Education Offices (PEOs)	Feb '05	Completed
		Obtain existing geographic coordinates from relevant Zambian agencies (e.g., city, town and village locations)	Feb '05	Completed
		Conduct spatial analysis in support of education studies	April '05	On schedule
		Develop year-to-year functionality "longitudinal" in ED*ASSIST Zambia	Feb-Mar '05	Rescheduled to third quarter
		Develop web interface for data dissemination	Feb '05	Rescheduled to third quarter
		Printing of 2004 Statistical Bulletin (1000 copies)	Dec '04	printed 200 copies for distribution at annual review meeting and via e-mail to various stakeholders and key parties
	IIM IT infrastructure expanded at MOE HQ and to all POEs	Review equipment specifications	Sep '04	Completed
		Conduct readiness assessment of provincial and district offices	Dec '04-Jan '05	Completed
		Request for proposals	Nov '04	Completed
		Procure software and hardware and deliver to provinces	Dec '04	To be completed in April '05
		Receive and inventory equipment	Jan '05	Being completed in April '05
		Expansion of networking to PEOs - network installation	Feb '05	Network installation begun in March '05 and to be completed in April '05
		Completion of networking of MOE headquarters	Jan '05	Pending MOE funding. EQUIP2 support was redirected to procurement of equipment
		Distribute equipment to HQ and PEOs	Feb '05	Began in March '05 and to be completed in May '05

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
		Prepare training program (schedule, manuals, facilities, hiring of facilitators)	Dec '04-Jan '05	Schedule, manuals facilities and coordination communication completed. Pending selection of training vendor.
		IIM facilitation contract	Jan '05	Delayed pending selection of training vendor
		Advanced training for IIM training facilitators	Jan '05	Delayed pending selection of training vendor
		Conduct IIM related training in all provinces (70 staff from nine PEOs trained in the use of ED*ASSIST and related IT software)	Beginning Feb '05	Delayed pending selection of training vendor and distribution of computer equipment to provinces
	Dissemination Campaign initiated	Create campaign approach	Dec '04	Rescheduled to second quarter '05
		Create brochure and documents	Jan '05	Rescheduled to second quarter '05
		Sensitize MOE	Jan '05	Rescheduled to second quarter '05
		Produce "Just ASC" brochure	Feb '05	Rescheduled to second quarter '05
		Production and dissemination of MOE Indicator report	Feb '05	Rescheduled to second quarter '05
		Implement campaign	Mar '05	Rescheduled to second quarter '05
	Annual School Census distributed to all basic, community, high schools and IRI Centers	Follow up on defaulting schools (investigation of non-respondent schools, subsampling of nonrespondents)	Sept '04	Sample completed
		Redesign 2005 Annual School Census with input from data driven decision makers	Nov '04	Completed
		Printing of 2005 School Census	Nov '04	Completed
	Development and management of IT at all levels effectively coordinator.	Collaborate with MOE and other stakeholders in the development and dissemination of ICT policy for the MOE	Beginning in Dec '04	Rescheduled to second quarter '05. Effort lead by IICD and supported limitedly by EQUIP2
		Upgrading and maintenance of at least ten computers	Dec '04	began first quarter '05 and ongoing

2. Policy and Research

The TA for policy and research, Dr. Choolwe Beyani, began his work on December 1, 2004 and spent the first quarter of 2005 developing the research agenda as well as the policy briefs to be produced on a regular basis throughout the year. An implementation plan for the policy briefs has been developed. The one policy brief, "Implications of Moving Grades Eight and Nine to the Basic School Level," is being prepared for the month of March.

Dr. Beyani was also appointed by the Permanent Secretary's office as facilitator of the Policy and Research Task Force, comprising MOE and cooperating partners. The primary objective is to review policies dealing with Free Basic Education. To enable the Ministry to get ahead of schedule for this exercise, the policy and research section organised a policy review workshop in February. All major Ministry policies contained in the "Educating our Future" report were reviewed and specifically all policies relating to FBE. This work was to assist the Ministry in its taskforce work by identification of policies that required clarifying or revising. The work of the taskforce is formally to begin in April. This workshop was also a preparatory activity for the headmaster training module being organised by EQUIP2 by identifying key Ministry policies that needed bringing to the attention of the head teachers.

The TA for Policy and Research accompanied the Chief Planning Officer at Ministry of Education Headquarters to an Education For All (EFA) Conference held at Rosebank Hotel, Johannesburg, South Africa in February. The conference was an opportunity for educational institutions, researchers and government officials to complete a report on the implementation process for meeting EFA goals in each country. It was also designed to help countries learn from each other on implementation modalities, challenges and prospects. A report has been prepared and is available upon request. The main workshop report is yet to be made available by the organisers.

A draft research proposal on budget tracking was developed in January. It is designed to track the movement of funds for education to schools and assess the efficiency of the funding system. A meeting was held with Mrs. Doroba, Coordinator of the Commonwealth Education Fund for OXFAM, to work out modalities for collaboration with civil society as OXFAM was also planning a similar study for civil society through ZANEC. An agreement was reached pending approval of the director of planning to establish a coordinating team. It was also tentatively agreed that the research could start toward the end of the third quarter and beginning of the fourth quarter.

Challenges and Lessons Learned

There are real challenges to meet expected outcomes successfully. These challenges include a revised MOE policy framework, increased production of policy-relevant educational studies and reports, assessment reports on the implementation of policies, and enhanced institutional capacity for research and policy in the Directorate of Planning and Information. Other challenges are

- Defining the research agenda for the Policy and Research Section of the Directorate of Planning and Information.
- Developing a research outline and terms of reference for the Policy and Research Task Force.

- Reviewing MOE Policy documents during the review of MOE policy guidelines.

Policy and Research Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
Moe's capacity to conduct research, policy analysis, and monitoring of policy implementation and impact improved.	Policy research advisor hired and effectively supported	Discussions with top applicants completed and ratings submit to Director of Planning.	Sept '04	Completed
		Interviews completed by the Planning office and top ranked candidates submitted.	Sept '04	Completed
		Policy Research Advisor hired.	Sept '04	Completed
		Orientation to MOE by EQUIP2 staff and Planning office.	Oct '04	Completed
		Orientation to EQUIP2 by project management staff.	Oct '04	Completed
		Areas of support and potential external consultancy needs identified; plan of provision of support from EQUIP2 developed.	Jan '05	Ongoing
	Impact analysis of two to three current education policies completed and recommendations submitted to MOE for action, (e.g. high school policy, free public education, community schools)	Discussion held with MOE and current policy priorities identified for an impact analysis.	Dec '04	Ongoing
		Timeframes for completion of priority studies developed.	Dec '04	Rescheduled to the second quarter
		SOW for consultant teams to conduct impact analysis developed and approved.	Jan-Feb '05	Implementation plan being developed
		Study on the first policy priority completed and recommendations submitted.	Feb-Mar '05	Planned for completion in April '05. Selected topic, "Scaling Down Grade Eight to Nine to the Basic Education Level"
		Study on the second policy priority completed and recommendation submitted.	Feb-May '05	Selected topic, "Extending FBE in Grades Eight and Nine"
		Study on the third policy priority (if appropriate) completed and recommendations submitted.	Apr-Jul '05	Selected topic, "Cost Implications of Dropouts at Grades Seven and Nine"

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
	Stakeholder analysis of two to three education policies under development completed and recommendations submitted to MOE	Discussion held with MOE and policy priorities under development identified for stakeholder analysis.	Dec '04	Rescheduled to June '05
		Timeframes for completion of studies developed.	Dec '04	Pending selection of relevant topic and stakeholder review July '05
		Terms of reference of consultant teams to carry out analysis developed and approved.	Jan '05	Rescheduled to May '05
		Study on first policy priority completed and recommendations submitted.	Mar-May '05	On schedule
		Study on second policy priority completed and recommendation submitted.	Apr-Jun '05	On schedule
	Long-range action plan with main objectives and indicators consistent with MOE strategic plan developed and approved by MOE	Stakeholder meetings held with appropriate departments of MOE and initial plan developed.	Jan '05	Rescheduled to second quarter '05
		Draft plan discussed with EQUIP2 team and identify long-range resource needs.	Feb '05	Rescheduled to the second quarter '05
		Draft plans listing options and cost/benefit analysis submitted to the MOE.	Mar '05	Rescheduled to the second quarter '05
		Options priorities by MOE and long-range plan based on available resources developed for MOE approval.	May-Jul '05	On schedule
		USAID work plan revised as necessary.	Sept '05	On schedule
	Key research, planning, and statistical personnel able to analyze MOE statistical data effectively	Individuals to be trained identified by the MOE.	Jan '05	Rescheduled to second quarter '05
		Training design developed and consultants identified.	Jan '05	Rescheduled to the second quarter '05
		Training completed.	Feb/April/June/Aug/Oct '05	Rescheduled to begin in second quarter '05
		Proficiency test completed; results analyzed and reported.	Nov-Dec '05	On scheduled as planned

3. Decentralization

Education Boards Services

The Education Board Services (EBS) is the nerve centre for the decentralization of education in the Ministry of Education. This component therefore monitors and evaluates the decentralization process. EBS, working with the EQUIP2 technical advisor, Dr. Alastair Rodd, carried out field work in two provinces where the Accelerated Decentralization Program (ADP) was being conducted, Northern and Western provinces. The exercise allowed the team to learn what value had been added to the decentralization process. EQUIP2 support initially has been directed at producing outcomes that will help determine the areas and level of support to the MOE in the future. There is a need to develop a strategy to direct EQUIP2 support to decentralization activities of the MOE so that progress to empower the local administrative levels of the education system is achieved in an effective and efficient manner. To this end the purpose of this first phase of technical support in decentralization will be to review the current status of decentralization activities overall and identify technical support relationships that can be leveraged, such as through the Royal Netherlands, SNV, and Development Cooperation Ireland.

Challenges and Lessons Learned

The team learned during the field visits that money from the sector pool was being received by recipients at the institutions. The team also learned that the Boards were making decisions at the local levels regarding the management and delivery of education.

The Boards in Northern Province were very happy with the radio communication system that had improved communication and information flow. The different roles of the governance and management were well appreciated in Northern Province, though the case of Western Province was different.

There is need for sensitization of Education Boards to continue. The need for empowering the Education Boards by providing them with instruments through the Zambian legal system must be worked on quickly and implemented. The support that was being received from DfID for ADP had stopped flowing in terms of funds. This funding needs to continue to accomplish the goals of the programs. In general, it was observed that training for all stakeholders in decentralization was vital. The Education Boards Section of MOE would be the starting point to increase understanding of various activities of EQUIP2 decentralization from a practical point of view. The centralized structures need to be devolved systematically to the local level as they seem to be inhibiting rapid decentralization of education. Various EQUIP2 support activities for decentralization are pending. These include procurement of IT related equipment as well as printing of Principles of Education Boards Governance and Management Manual booklets.

Decentralization Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
DEBs (District Education Boards) operating effectively to serve their constituents and improve access to and quality of basic education	Situational analysis of decentralization policies and processes to identify collaborative areas of support of EQUIP and MOE completed	Terms of Reference of consultant team developed and approved.	Nov '04	Completed
		Development of an overall decentralization strategy and master plan	Nov-Dec '04	Recommendations submitted as part of strategy planning exercise. To be completed in second quarter
		Study completed and recommendations submitted to MOE	Jan '05	Pending finalization of decentralization strategy
		Policies and procedures revised as necessary	Ongoing effort	To be initiated in third quarter
	At least one major decentralization activity implemented (e.g., districts have access to funds that are currently centralized)	Specific decentralization activity approved by MOE	Feb '05	Pending finalization of decentralization strategy
		Detailed implementation plan developed	Feb '05	Pending finalization of decentralization strategy
		Training for financial officers and administrators completed	Feb-Mar '05	Pending finalization of decentralization strategy
		Districts receive first quarter resources	Apr '05	Pending finalization of decentralization strategy

4. Capacity Building

The purpose of capacity building activities is to improve systems, implementation of policies, and to strengthen management to improve learning delivery. Specifically, the objectives are to (a) extend ICT capacity to districts by procuring computers and related equipment and linking the distribution to a computer literacy training programme at the provincial level, (b) expand the IIM infrastructure and relevant computer literacy professional development to provincial offices to improve monitoring and reporting requirements, (c) design holistic training programme that is woven into the human resource professional development plan for staff development of head teachers, and (d) provide professional development in senior management through an aggressive orientation programme designed to inform of available ICT system resources, and to guide them through the effective application of available resources.

The EQUIP2 capacity-building component supported a variety of professional development activities for MOE staff between January and March 2005, as described in the following matrix.

Capacity Building Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
Establish capacity building fund for MOE staff to utilize	Capacity building Strategy for MOE approved, implemented and evaluated.	Capacity building fund established	Jan '05	Completed
		Establish vision and criteria for fund use	Feb '05	Completed
		Action plan approved by MOE	Feb '05	Completed
		Applications of capacity-building plan from individuals, PEOs, and DEOs approved and implemented	Mar '05 and ongoing	On schedule
		Overall process evaluated and recommendations submitted to MOE	May '05 and ongoing	On schedule
Development of effective headmaster professional development packages and mechanisms linked to ongoing professional development programs	Holistic program designed and incorporating components of IIM, AIDS awareness, policy, decentralization, and HR	Compilation of relevant IIM professional development materials	Jan '05	Completed
		Compilation of relevant AIDS professional development materials	Jan '05	Completed
		Compilation of relevant policy professional development materials	Jan '05	Completed
		Production of complete professional development manual	Feb '05	Completed

	Implementation of headmaster professional development program	Identification of participants	Feb '05	Completed
		Development of budget	Feb '05	Completed
		Development of program schedule	Feb '05	Completed
		Launch of professional development program	Feb '05	Rescheduled to June Launch '05

5. Assessment – Examinations Council of Zambia (ECZ)

Technical advisor, Dr. Jeff Davis, made his second visit to Lusaka to hold follow-up meetings with the ECZ. Additionally, Davis's stay provided time to refocus the goals and objectives of the ECZ's interest to integrate Continuous Assessment (CA) into the national testing framework. Davis met with the Assistant Director of Research and Test Development and the members of his team. Davis with ECZ team revised initial ECZ proposal, and a draft strategic plan on CA was presented to USAID.

Site visit protocols have been prepared. Budgets and Site visit dates have been completed and fixed. Procurement of equipment and textbooks is underway. Preparations for the second and third workshops are at advanced stage. The Joint Steering Committee for the CA initiative was constituted and first meeting was held on 24th March 2005.

Challenges and Lessons Learned

Implementation of planned activities could not proceed in accordance with the initial plan because there was a delay in obtaining official authority from Ministry of Education to commence the assessment and examinations work area activities under EQUIP2. The streamlining of the strategic plan has refocused the activities. As a result, all activities are progressing at a faster pace.

Assessment (ECZ) Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/005
The integration of continuous assessment methods and practices within the national testing framework	Appropriate continuous assessment procedures for newly developed curricula for Basic Schools completed	Prepare SOW for TA for the production of way-forward document for technical support	Nov '04	Completed
		Identify consultant and conduct initial planning field work for long-term work plan	Nov '04	Completed
		Conduct initial field work for long-term work plan and way-forward document development	Dec '04	Completed
		Prepare assessment and monitoring guidelines for continuous assessment	Jan-Feb '05	Completed—workshop held and guidelines prepared and teachers' guide produced
		Prepare assessment schemes for continuous assessment	April '05	On schedule—24 th to 30 th April
		Prepare assessment instruments for continuous assessment	May '05	On schedule
		Print assessment materials	May '05	On schedule

		Pilot continuous assessment procedures and instruments	June '05	On schedule
		Monitor and review assessment procedures and instruments	Jul-Aug '05	On schedule

6. Institutional Management

The priorities for institutional management activities for the first quarter of 2005 were focused on the following planned areas:

- (a) Hosting and co-ordination of Internal Committees (Top Management, Senior Management Implementation Team (SMIT), Annual Work Plan and Budget Working Committee), Joint Committees (Joint Aide Memoire Working Team, Strategic Plan Support Group (SPSG), Financial Technical Committee (FTC) and the Strategic Plan Coordinating Committee (SPCC)), and Task Forces (Reference Group, Planning, Monitoring and Reporting, Decentralization, MoU and the JAR Secretariat);
- (b) Capacity building for Planning and Information Directorate and provinces in terms of institutionalization of the reporting and planning procedures;
- (c) Direct support to the office of the Permanent Secretary in terms of donor harmonization, TA input co-ordination, documentation and program implementation analysis, logistical support, and advice on reform changes in the area of restructuring and personnel changes;
- (d) Re-strategizing EQUIP2 vision through participation with a Washington mission and collaboration with USAID on the SPAA.

Major funding sources for Institutional Management during the quarter under review came mainly from sector pool and EQUIP2 and amounted to slightly over K95million. This was spent mostly on hosting the Joint Annual Review (JAR) meeting and workshops on budgeting and guidelines preparations.

Performance Analysis

Institutional management in the MOE has two full time technical advisors, the Senior Education Sector Advisor (SESA) and the Institutional Development Sector Manager (IDSM), who work very closely together and report directly to office of the Permanent Secretary. In this structural arrangement, the two TAs participate in decision making through rendering timely advice on the implementation of the MOE Sector programs to both the Permanent Secretary and the Director of Planning and Information. The major constraint in this arrangement is caused by middle and lower management personnel who sometimes view the arrangement as a threat and feel insecure within the hierarchical power structure of the organization. The Permanent Secretary is also very busy and is only beginning to utilize the potential of using the two TAs to his maximum benefit.

Outputs and Results

Major outputs and results for initiatives carried out under institutional management include the following:

- Draft timeline and MOE calendar of major events—which has yet to be approved by top management but could be printed and distributed with the support of EQUIP2.
- Consolidated list of MOE sector annual core indicators (compiled after the Internet discussions with several stakeholders, but yet to be finalized). These are intended as outcome-based indicators for generating annual reports.
- Draft MOE sector quarterly output indicators intended for reporting on result-based performance on a quarterly basis. These were generated during the EQUIP2-supported Protea Workshop at the end of last month. An internet debate is to be

opened to be soon followed by consolidation of comments, agreement on which of these indicators can be used.

- Draft of type of MOE sector reports by level. These too were generated during the EQUIP2-supported Protea workshop and have yet to feed into the reporting sections of the PMR and FM guidelines.

The products above are outputs from the process of institutionalizing the reporting procedures into the mainstream activities of MOE and formed the bulk of work for institutional management in the first quarter but is yet to be continued in the second quarter.

Achievements and Impact

(a) Internal Committees (Top Management, Senior Management Implementation Team and Annual Work Plan and Budget Working Committee)

Internal committees are necessary ingredients for improving system performance and efficient delivery of services. During the quarter, the decision making process has slowed down because of lack of regular meetings at top management and SMIT levels. So far, only one meeting for each group has been convened. The difficulty has been due to the availability of the Permanent Secretary who chairs the top management and that of the Director of Planning and Information who chairs the SMIT, as they are both overly committed to other duties even when such meetings have been scheduled. Discussions have been held and an action internal memo has been written to the PS on initiating better methods that would ensure meetings go on as scheduled. Suggestions, so far, proposed to PS, include redefined regularities, schedules and minimum number of persons to attend these policy and decision making meetings, as well as a proposal on using a vice chair to enable meetings to go on even when the chair is not available.

The Annual Work Plan and Budget working team is under the control of the Director of Planning but delegated to either the Chief Planning Officer or to some other officer in the Directorate. There is a serious lack of skills and commitment to ensuring the AWPB documents are produced on time and that they are of good quality. The two TAs from institutional management have little control over ensuring that the middle managers assigned this task work according to schedule. Time and again, the TAs tend to be used for 'fire-fighting' rather than for planned analysis and technical advice.

(b) Joint Committees (Joint Aide Memmoire Working Team, SPSG, FTC, and SPCC)

All the joint committees have been meeting regularly and on schedule and have met their terms of reference despite the burden of work and transaction costs. The current view is to dissolve the SPSG and the SPCC or reduce on number of times these have to meet to quarterly schedules. The move seems to be favorable especially given that the Joint Task Teams and the Quarterly Review Meetings as well as the increased role of the SAG are performing a number of tasks that overlap with the ToRs of the two Joint Committees.

(c) Task Forces (Reference Group, Planning, Monitoring and Reporting, Decentralization, MoU and the JAR Secretariat)

Implementation of Phase 1 of tasks in the various Task Forces (established by the office of the PS late last year) gained momentum in the first quarter.

EQUIP2 sponsored a workshop on harmonization and revision of the reporting sections of the Planning, Monitoring and Reporting Guidelines and the Financial Management and Procurement Manual. A discussion on core (outcome based) and quarterly (output / result-based) indicators was initiated. The MoU was revised and is awaiting approval while the JAR Secretariat led by institutional management TAs was instrumental in facilitating the JAR and drafting the Joint Aide Memoire at the end of the Annual Review.

Major constraints in the Task Force Structure have included

- Low commitment from MOE members of the Teams creating the impression that Joint Task Force Teams are donor- and TA-driven rather than the MOE owning this process of decision making;
- High transaction costs in terms of time and load on a number of officials who belong to more than two teams;
- Delays in decision making and reaction on issues raised the various teams due to top management not meeting regularly is dampening morale of some of the teams since recommended actions can not be timely taken on board.

(d) Capacity Building for Planning and Information Directorate and Provinces

There were no activities undertaken in this area mainly due to fact the TAs spent more time firefighting and fence-mending in the areas of Progress Report consolidation and assisting Planning and Information Directorate in developing the 2005 AWPB at different levels and its final consolidation.

(e) Direct support to the office of the Permanent Secretary

There are still some experienced from the office of the PS in responding to requests and correspondence because of an overcommitted schedule of commitments caused mainly by the unions' demand for the PS to be present in union negotiations and partly due to a vacuum in the office of the PS. It has been argued by several stakeholders that a busy office like that of the PS requires a personal assistant to organize his schedule and appointment on a more professional basis and attend to the overwhelming load of correspondence than an ordinary secretary.

A number of areas still remain unfocussed or unattended to, and these include the following:

- Rationalizing institutional and policy reforms such as TA coordination and establishment of the National Education Sector Authority as enshrined in Educating Our Future Policy document;
- Establishing an institutional framework Early Childhood Care Development; and
- Enhancing a more sustainable support framework for EFA and FTI processes.

Institutional management is, however, committed to ensuring that the above mentioned constraints are addressed within the second quarter.

(f) Re-strategizing EQUIP2 vision

EQUIP2 now stands a better chance to take its position as a leading change agent towards assisting the Ministry to develop a responsive set of tools, procedures, activities, and approaches that support the *Strategic Plan* and institutionalize "best practices." Necessary steps have been taken in terms of technical re-engineering of EQUIP2's vision and strategy to help it achieve this goal.

Although the challenges of managing the Ministry are ever present, EQUIP2's preference is to work collaboratively with the Ministry to address opportunities from a long-term and strategic perspective. Without minimizing the need to resolve the day-to-day problems the Ministry will always face, EQUIP2's long duration creates the opportunity to ask how its efforts can contribute to better decision-making, policies that respond effectively to identified needs, and successful implementation of these policies to achieve the Ministry's strategic objectives.

Institutional management also participated in the development of professional development modules on "elements of an effective school." The challenge still remains that the modules have to be completed, approved, and disseminated to the intended target.

Equally important have been the discussions between the managing field director and the IDSM on one hand and USAID on the other regarding using the SPAA as tool to assist in achieving this goal. What remains to be done is to formally integrate the SPAA milestones into the MOE sector plan formats. In its present form, reporting on milestone achievement appears to be a stand-alone activity, thereby increasing the transaction costs. It is therefore necessary for the Mission through EQUIP2 to work collaboratively with the MOE and other cooperating partners on formalities for ensuring that the SPAA targets are fully integrated into the sector plan reporting formats to which the SPAA gives financial support. In this way, a mechanism for generating required documentations and reports and their eventual submission to the Mission will be enshrined in MOE sector plan reporting procedures and mechanisms and would not have to be on demand.

Challenges and Lessons Learned

The biggest challenge for institutional management still remains that of ensuring reporting guidance, rationalizing, and streamlining reporting requirements within the Ministry of Education, especially at the district level and evaluating progress toward objectives in the MoE's strategic plan is achieved. The process of institutionalizing reporting has just started, and the bulk has yet to be done. This will include "interpreting simple indicators" in collaboration with ED*ASSIST. Creation of district and provincial statistical packages, on the lines of the national educational statistical bulletin, will go along way in ensuring that both output-based and outcome-based indicators are correctly reported on.

Linking institutional management to decentralization and capacity building will also ensure transparent decision-making that promotes efficient delivery of education services and to become responsive to local needs and priorities.

Institutional Management Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
Improved capacity on part of MOE to formulated, implement and evaluate policies and initiatives	<i>MOU, TA Modalities, Planning, Monitoring and Reporting Guidelines, and Financial Guidelines analyzed and revised</i>	Call meeting of task force on MOU	Jan – March '05	MOU Taskforce meeting regularly and on schedule
		Task force on MOU completed; recommendations and report prepared	Jan – March '05	MOU completed but yet to be approved by top management and JSC
		Call task force on TA modalities	Jan – March '05	In progress

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
		Task force on TA modalities completed; recommendations and reports prepared	March '05	Delayed
		Call task force on planning, monitoring, and reporting guidelines called	Sept '04	Reporting section completed, but indicators and final documentation yet to be completed
		Task force on planning, monitoring, recommendations and reports prepared	April '05	In progress
		Call task force on financial guidelines	March '05	Revision of guidelines completed
		Task force on financial guidelines recommendations and report prepared	May '05	to be printed, distributed and disseminated
Strengthen communication between MOE, and decentralized management structures	<i>Analysis from various data, documentation and other appropriate information on progress toward implementation of strategic plan presented to the top management team and senior management implementation team</i>	Report prepared at needed monthly and quarterly	March '05	fourth quarter 2004 report consolidated
		Presentation made to teams month and quarterly as needed.	April '05	On schedule
		Minutes distributed according to policy within a week of meeting	Ongoing	Top management has met only once
		Policy briefs developed as needed and approved by top management	Ongoing	On schedule
		Quarterly trip to selected provinces to communicate policy and management decisions.	Ongoing	Reschedule to second quarter
		Data of quarterly and month trips to provincial office completed and reported by to top and senior management teams.	Ongoing	On schedule
Institutionalization of best practices on planning, budgeting, and reporting processes within MOE	<i>2005 Annual work plan and budget produced on a timely basis</i>	Donor priorities and potential funding levels identified	Ongoing	On schedule
		MOE priorities and resource needs identify	Ongoing	On schedule
		Action plans submitted to donors	Feb '05	Draft submitted and feedback incorporated

7. HIV/AIDS Workplace Program

Sensitization and Mobilization

On January 15th this year, the workplace program officially received both financial and technical support from the President's Emergency Plan for AIDS Relief, via the USAID program in Lusaka. With this support, USAID contracted EQUIP2 to spearhead this initiative in collaboration and with the guidance of the Ministry of Education. This brought a technical advisor, Ms Scholastica Williams as an added member of the HIV/AIDS unit within the Ministry of Education.

The program began with a strategic planning meeting by key stakeholders: Ministry of Education (MOE); the technical advisor and Comprehensive HIV/AIDS Management Program (CHAMP), which is a local NGO specializing in HIV/AIDS programs relating to prevention, care and support as well as tailor-made workplace programs in HIV and AIDS. CHAMP was selected based on their knowledge, skills, and experience in this field in Zambia.

The workplace program embarked on sensitization and mobilization workshops in Lusaka and the Copperbelt. The workshops target education sector workers (January 1 to 31st March 2005), with the intention to roll out this process to other provinces throughout the country in the next five years. The workshops are carried out by CHAMP in collaboration with the MOE, and technical support from EQUIP2, using a specially designed curriculum that covers a wide range of topics including HIV/AIDS myths and misconceptions; perceptions regarding the disease; perceptions about personal risk; food and nutrition; stigma and discrimination; prophylaxis, voluntary counseling and testing (VCT); Antiretroviral drugs and therapy and personal responsibility. Furthermore, the workshops cover the Moe's policy on HIV/AIDS; the support offered by the MOE in relation to HIV/AIDS (and ART); and the process involved to access support through MOE. To simplify the process and encourage positive lining after the workshops, each workshop site has onsite VCT and referral services.

Trained medical personnel who are also qualified counselors facilitate portions of the workshop. At any point in time, if a participant wants to access VCT services, he/she only has to quietly ask one of the facilitators and they both exit the workshop and go to a designated counseling and testing room. Once in the room, the participant is pre counseled and offered the opportunity to proceed with the test. Participants are informed of this service at the beginning of the workshop, and they are also given the right to back out of the process at any point in time. So far, only a small percentage (1% by fourth March) opted not to go through with the testing after counseling. After testing, post counseling and results delivery, the client is can ask more specific questions (based on results) on how to live positively with HIV (if positive) or what measures to take to reduce personal risk of infection. Those who are positive are referred to the nearest ART service points for further assistance and given a coupon which indicates the type of service they access from a center and deposit in a box provided, for the program to ascertain the participants who actually go to ART service centers from the sensitization and mobilization campaign by MOE. After the testing process, the client re-joins the workshop where he/she has the right to/not to disclose his/her results. The initiatives to disclose in entirely up to participants, at no point in time are participants coerced into either accessing VCT or disclosing their status.

In Phase one, the Emergency Plan targets included 1000 teachers receiving VCT and at least 800 teachers registering for ART. At the same time, the Workplace program is under internal pressure to increase the uptake of the Moe's support for those affected by HIV/AIDS to prevent mortality due to HIV/AIDS and decrease absenteeism and education

sector workers' attrition. With this background, the decision was made to target the provinces with the highest numbers of education sector workers and with some existing ART services in place to increase the chances of success in meeting all deliverables, particularly given the time constraints. The provinces selected for Phase 1 were therefore Lusaka and the Copperbelt, where the stratified target population is 3300 and 4800 in Lusaka and the Copperbelt respectively. The selection of Zonal schools was done to ensure a mix of urban, peri-urban and rural/semi-rural mix, to assess the acceptance and response of participants in these sub-population, thus enhancing the strategic planning for the roll-out in the subsequent phases.

Highlights

- The workshops have had a very positive response—often facilitators have had to send people away because the sessions are oversubscribed thus making facilitation difficult (more than 70 people show up instead of the maximum 50). Fifty is the ceiling set to ensure meaningful participation and interaction during the workshops particularly since the workshops are dealing with a sensitive subject matter which is to a large extent perceived as private. However, over-subscribers are informed that the roll out process will continue and are encouraged to attend another time.
- There have been substantial numbers of workshop participants accessing VCT through the onsite centers (526 in Lusaka by the fourth of March), which represents about 52% of the total target for the number of education workers accessing VCT in Phase 1. The 526 accessing VCT is out of 2218 participants who attended the workshops. Often, facilitators remain at the sites at the end of the workshops conducting VCT until late into the night. VCT services are available until the last client has been served.
- Teachers from other provinces have come forward to inquire as to when workshops will be rolled out in their provinces.
- More and more people have freely come forward to share their HIV+ status and their experiences of living positively with the virus in the workshops. This has been inspirational to others to come forward and know their status as well.
- During the workshops, there is an increasing trend of participants asking more specific and intimate questions relating to AIDS, opportunistic infections, and ART thus enhancing group understanding of the reality of the disease. Facilitators take time to fully address questions before carrying on with the workshop. Often, this generates more in-depth discussions of HIV, AIDS, ART, opportunistic infections and related issues. Facilitators remain onsite to address issues from participants for as long as it takes.
- As a part of the monitoring and evaluation of the program, participant evaluations are conducted to address the overall quality of the sensitization workshops as well as to provide a forum for participants to share their concerns and suggestions to address the overall MOE workplace program.

Challenges and Lessons Learned

The compressed time-frame for Phase One activities created a challenging environment for implementation, where EQUIP2, MOE, and CHAMP had to develop effective working relationships quickly. In partnership, the MOE, CHAMP, and EQUIP2 have held meetings and discussions with MOE to develop solutions to overcome some of these obstacles. For example, to overcome the challenge of allowances for participants, the responsibility for

managing this aspect of implementation has been shifted from the MOE to CHAMP to facilitate this moving forward for the future. Also, as Phase Two begins, there will be more time to adequately plan and prepare sites for the sensitization workshops. Throughout the process, the USAID has helped identify solutions to enable the process to move forward.

- Logistical aspects of running five workshops at the same time require more time and a larger workforce to execute than originally planned.
- Roles and responsibilities for stakeholders and partners need to be clarified explicitly to avoid misunderstandings.
- There needs to be one person designated as responsible for monitoring and evaluation. Ongoing monitoring efforts need to be used to foster overall quality improvement of the program.
- All parties involved in the sensitization and mobilization process need to work together as a team working for a common goal to enrich the process, impart skills, and identify workable solutions for both the present phase and the future roll out. This should go hand in hand with a common understanding that all lessons are valuable, regardless of whether they are negative or positive.
- Demand for the sensitization and mobilization campaign, HIV/AIDS information dissemination, and discussions around this subject on the part of education sector workers should form the basis for future vision and strategic planning for the way forward.
- Logistical aspects of running five workshops at the same time require more time and a larger workforce to execute. The strategic planning for roll-out process will therefore be better informed in Phase Two.

Potential Growth and Replication

Preliminary VCT utilization data and participant evaluations from the workshops indicate that this activity has the potential to become a model for public sector involvement in achieving Emergency Plan targets for counseling and testing sensitization. This project has the potential to become a tremendous conduit to rapidly enroll patients in HIV care and treatment services including ART. As such, it could potentially be replicated with other sectors in Zambia (health, transport, etc.) as well as in the education sector in other Emergency Plan countries.

Workplace Program Activities Matrix

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
Education staff have access to relevant and user-friendly information on HIV/AIDS prevention and workplace policies.	<i>A framework developed for implementing, monitoring, and evaluating the impact of the MOE Workplace HIV/AIDS policy</i>	Conduct two-day meeting for 30 key stakeholders to finalize policy document	Oct '04	Rescheduled to end of Jan '05
		Disseminate policy to stakeholders	Nov '04	Rescheduled to March '05
		Conduct one-day sensitization meetings in each province with 100 people for policy consultation.	Nov '04	Rescheduled to Feb '05
		Develop 1,000 public announcement posters and other media material to announce sensitization meetings in each province	Jan '05	Development of booklet in Jan '05 and printing/distribution in Mar '05
		Print 80,000 copies of final Policy document.	Mar '05	On schedule
		Analyze feedback and develop written recommendations for sensitization meetings.	Mar '05	To be completed following one-day meetings at the provincial level
		Official policy launched.	Mar '05	On schedule
	Operational plan for MOE to facilitate access to services for testing, counseling, and to antiretroviral drugs from the health sector (to include prevention and healthy living information)	Development of SOW for sensitization and mobilization campaign. Planning meeting for MOE and mobilization facilitator and service providers	Nov '04	Completed
		Planning meeting for MOE and mobilization facilitator and service providers	Dec '04	Completed and ongoing with CHAMP and completed with service providers.
		Administration of baseline survey to determine number of educators and administrators who have sought testing and/or counseling or who have participated in a program for antiretroviral drugs	Feb '05 for administration of survey Mar '05 for data collection and processing	On schedule
		Workshop Curriculum Development.	Jan '05	Completed In collaboration with CHAMP, and the MOE

Main activity	Indicator	Means of Verification	Target	Actual As of 03/05
		Materials Development	Jan '05	Completed with 9000 copies of each pamphlet having been printed and distributed in workshops.
		Delivery of sensitization and mobilization workshops to targeted districts for sanitization and mobilization to receive testing, counseling, and antiretroviral drugs. Information also to include prevention, healthy living, identification of champion, identification of peer mentors.	Completed Mar '05	Completed - As of March 4, 4,213 teachers had received sensitization through workshops, many of whom chose to receive VCT.
		Monitoring planning for data collection.	Feb '05	Completed
		Follow-up information flow to peer mentors, head teachers and administrators for referral of education workers and families to appropriate psychosocial support, home based care and support and other HIV/AIDS impact mitigation services	Initiated in Jan '05 and ongoing	Implementation integrated into workplace program activities
		Impact assessment of the sensitization and mobilization campaign	April '05	On schedule

Anticipated Activities in the Next Quarter

During this past quarter, home office and field office staff reflected at length about the impact of project activities. This process began with the development of an EQUIP2/Zambia strategic plan; continued in discussions among field staff, the EQUIP2 Project Director, and AIR Vice President for International Programs; and culminated in a staff retreat in April to discuss expected project results and related activities. Following are examples of activities planned for the next quarter by component:

a) IIM

Expected long-term result: A Ministry of Education where officers have easy access to information and actively participate in information sharing, and where information is used to make and justify decisions that affect the delivery and effectiveness of education in Zambia.

Selected activities:

- Enhance IIM systems, such as a new reporting interface
- Continue 2005 data capture
- Develop end-user communication campaign
- Initiate the procurement process for District offices
- Select a professional development vendor
- Begin the data collection and data processing phase of the annual school census (ASC) exercise
- Complete and print the statistical bulletin for 2004

b) Policy and research

Expected long-term results: 1) Human and intellectual capacity in the MOE to undertake quality research and policy analysis, and to deeply embed this capacity in the policy-decision structure of the Ministry; and 2) Enhancement of the empirical and problem-focused nature of policy research with limited, available time.

Selected activities:

- Prepare policy and research briefs on topics such as free basic education, educational finance, and implications of HIV/AIDS workplace interventions
- Develop guidelines for improving policy decision-making processes
- Facilitate professional development activities for MOE staff regarding the policy development and implementation process

c) Institutional management

Expected long-term result: Rational and informed utilization of resources and exemplary

management practices in a decentralized decision-making environment.

Selected activities:

- Continue coordination and harmonization of donor support for the MOE
- Produce descriptive summary of the MOE decision-making process, outlining the current processes including an analysis of its pros and cons
- Revise MOE planning, monitoring, and reporting guidelines
- Revise MOE output and outcome based indicators
- Develop and disseminate planning and reporting schedules and calendars of major MoE events

d) HIV/AIDS

Expected long-term result: The HIV/AIDS workplace programme will take a holistic approach in the fight against AIDS, a programme that offers prevention, care, and support to its employees and their families, thus a comprehensive approach to reduce new infections and mitigate the effects of HIV and AIDS on its workforce.

Selected activities:

- Continue to roll out workplace sensitization activities, both in Lusaka and Copperbelt, where the project has worked previously, as well as other provinces of Zambia
- Establish linkages with other in-country Emergency Plan partners to facilitate continued success and positive impact
- Begin professional development activities with peer educators
- Prepare and disseminate the Phase 1 summary report

e) Decentralization

Expected long-term result: Transparent decision-making that promotes efficient delivery of education services responsive to local needs and priorities.

Selected activities:

- Establish criteria for allocation of central block grants that support objectives of strategic plan
- Evaluate implications of national fiscal decentralization on relationship between District governments and the central Ministry
- Assess impact of threshold limits for district and provincial procurement on the speed of disbursement of devolved funds and propose changes
- Develop professional development modules about the characteristics of effective schools

f) Continuous assessment

Expected long-term result: Competence-based, continuous assessment procedures for basic and high schools to improve instructional practices and track pupil learning achievement.

Selected activities:

- TBD

g) Capacity building

At the staff retreat, participants decided that there was not a strong enough internal logic for the capacity building component for it to remain as a stand-alone set of activities. Resources for capacity building must be built into other components, and approaches to activities this next quarter will reflect this change.

Program Administration and Reporting this Past Quarter

Events

- An official launch was held for the HIV/AIDS sensitization and mobilization campaign, a component of the workplace program and funded through Emergency Plan funding, was officiated over by the Permanent Secretary and the USAID Education Advisor. The event was held at the Lusaka Provincial Resource Centre.
- The first of the items to arrive out of the anticipated administrative equipment is the photocopier. The old Cannon photocopier has been handed over to the Director of Planning and Information's office and has been installed in Mrs. Lungu's office for use by the directorate. Several boxes of toner for the same machine was also surrendered.

Visitors

- Dr. Jeff Davis
- Dr. Alistair Rodd
- Dr. Rich Tobin
- Mr. David Peter Evans
- Mr. John Gilles
- Mr. Kurt Moses
- Mr. R. Woosley
- Dr. Janet Robb

Meetings

- The EQUIP2 Implementing Team has been meeting to review plans for the use of capacity building funds. Additionally, staff have been reviewing strategy papers and discuss the linkages between each work area and conduct monthly expenditure planning for each work area supported by EQUIP2.
- The EQUIP2 program is represented on several taskforces that were initiated during the quarter. On such taskforce is the Joint Decentralization Taskforce.
- Visit by USAID mission Director.

Change and Confirmation of Field Office Personnel

- Network Administrator, Mr. Alick Siankumo began work in January.
- Project Driver, Mr. Hendrix Kabinda was employed and started work in February.
- Dr. George Caldwell, EMIS Specialist, left the project in March.

Quarterly Financial Report